

NEW ORLEANS JAZZ NATIONAL HISTORICAL PARK

Lesson by Richard Johnson, assisted by Allison Baffoni

LEARNING UNIT INTRODUCTION: *LIFE ALONG THE MISSISSIPPI RIVER*

OVERVIEW:

This set of lessons makes use of the cd *SONGS OF THE MISSISSIPPI RIVER*, produced by the New Orleans Jazz National Historical Park. It uses music and lyrics to teach about the location and basic nature of the Mississippi River, some of the cultures that lived along its banks, river commerce, and interaction with the river by various populations. Additional resources are provided to lead students deeper into the subject matter.

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OBJECTIVES:

Guiding Question: How did the Mississippi affect the cultures and lives of people who lived along its waters?

Critical Content: Resources of the river. Effect of the river on commerce. Role of commerce on life. Effect of natural disaster on day to day life.

Student Objectives: Students will

- Listen to and examine the lyrics of songs to determine the role of the river on life.
- Locate the Mississippi and its tributaries on maps
- Locate various Native Groups on Maps
- Use primary and secondary sources to examine life on the river.
- Compose their own lyrics to songs about the Mississippi.
- Engage in various quick write assignments to demonstrate an understanding of the material.

SEE BELOW FOR OBJECTIVES RELATED TO SPECIFIC LESSONS

RELATED THEMES Adapted from National Council on the Social Studies:

- ❖ **CULTURE:**
 - **Human beings create, learn, share, and adapt to culture**
 - **Cultures are dynamic and change over time**
 - **Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place**
- ❖ **TIME, CONTINUITY, AND CHANGE:**
 - **Studying the past makes it possible for us to understand the human story across time.**
 - **Reading, reconstructing and interpreting the past**
- ❖ **PEOPLE, PLACES, AND ENVIRONMENTS:**
 - **The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.**
- ❖ **INDIVIDUAL DEVELOPMENT AND IDENTITY**
 - **Personal identity is shaped by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.**
- ❖ **INDIVIDUALS, GROUPS, AND INSTITUTIONS:**
 - **Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.**
- ❖ **PRODUCTION, DISTRIBUTION, AND CONSUMPTION:**
 - **People have wants that often exceed the limited resources available to them.**
- ❖ **SCIENCE, TECHNOLOGY, AND SOCIETY:**
 - **Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.**
- ❖ **GLOBAL CONNECTIONS:**
 - **Global connections have intensified and accelerated the changes faced at the local, national, and international levels.**

BACKGROUND:

Our *LIFE ALONG THE MISSISSIPPI RIVER* unit is divided into five lessons that take from one to two hours each to complete. Each lesson can also be done as a “stand alone” activity. While the lessons are designed for 8th grade, they are easily adjusted in complexity to match other age groups.

MATERIALS:

- Map of the United States
- CD *Songs of the Mississippi River*
- CD player
- Computer and projector
- Printed lyrics for each student
- Board, Large Post-It Paper (optional)
- Flip cam or some other means of videotaping activities (optional)

PROCEDURE:

In each lesson the students will listen to one or more of the musical selections on the cd as a means of focusing them onto the themes and objectives of the lesson.

Students will then use the lyrics and other provided resources to delve more deeply into the subject matter. Each lesson also utilizes an ESSENTIAL QUESTION for consideration. Quick-Write activities and class discussion act as the chief means of lesson delivery. However, all activities can be altered to be used as group work activities or individual writing assignments depending on the needs of the students. Questions for class discussion/ writing assignments are provided, along with possible answers from the students. All worksheets are provided, as well as answer banks. In some cases direct resources are provided. Please give the proper credit to the source. In other cases internet links are provided.

EXTENSION:

A number of websites and links are provided that provide pictures, narratives, and other information about the river. An additional lesson plan can be found on the site that relates to the river.

OUTLINE OF LESSONS

LESSON ONE: Introduction

CD SELECTION #1, *Can You Canoe?*

ESSENTIAL QUESTION: How did Native Americans interact with the Mississippi River?

OBJECTIVES:

- Students will explore the NCSS theme SCIENCE, TECHNOLOGY, AND SOCIETY: **Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world** by considering how transportation technology has changed and the effect such change has had on commerce.
- PEOPLE, PLACES, AND ENVIRONMENTS: **The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.**

❖ Students will

- Locate the Mississippi and its tributaries on a map.
- Discuss modes of transportation used on the river.
- Explain the basics of canoe operation.
- Explain the impact of more technologically sophisticated modes of water borne transportation.

LESSON 2: NATIVE AMERICAN LIFE AND THE RIVER

CD SELECTION: # 1 *FIRST NATIONS*

OBJECTIVES

Students will explore the NCSS Themes:

- ❖ PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.

STUDENTS WILL

- ❖ Write a short paragraph to demonstrate retention of previous lesson's information.
- ❖ Increase their awareness that Native Peoples inhabited North America before the arrival of Europeans.
- ❖ Locate on a map the names of several native groups that lived along the river.
- ❖ Increase awareness of the river as a major trading artery.
- ❖ Sharpen map reading skills.
- ❖ Demonstrate an understanding of the relationship between the river environment and native life by completing a worksheet on a Native American village.

ESSENTIAL QUESTION: How would living along the river affect the lifestyle of Native Americans?

LESSON 3: 19TH CENTURY COMMERCE ALONG THE MISSISSIPPI RIVER: EARLY GLOBAL TRADE

SONG SELECTIONS THREE, FOUR, and FIVE:

HAUL AWAY JOE, GREAT MISSISSIPPI, ROLL ON RIVER

OBJECTIVES:

- **NCSS THEME: Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place**
NCSS THEME: **The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.**
NCSS THEME: **People have wants that often exceed the limited resources available to them.**
 - **NCSS THEME: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.**
- Students will explore the importance of the Mississippi in early 19th century trade links.
 - Students will explore the lives of the Mississippi Boatmen

ESSENTIAL QUESTION: How would the Mississippi River have affected the ease of settlement of the central United States?

LESSON FOUR: INFLUENCE OF THE RIVER ON THE LIVES OF ITS PEOPLE: THE GREAT FLOOD OF 1927

SELECTIONS # 6 *MUDDY WATERS* AND #8 *ODE TO WILLIE BARNES, SR.*

OBJECTIVES:

RELATED THEMES FROM NATIONAL COUNCIL ON THE SOCIAL STUDIES:

- ❖ PEOPLE, PLACES, ENVIRONMENTS
 - Understand the relationship between human populations and the physical world
 - Interaction of People and Environment
- ❖ TIME, CONTINUITY, AND CHANGE
 - We can learn our own past and the past of communities by means of stories, biographies, interviews, and original sources.
 - Identify And use a variety of primary and secondary sources for reconstructing the past
 - Use a variety of primary and secondary resources to research the past

STUDENTS WILL

- Explain of the effect of the river on lives of residents.
- Examine the concept that history can be the story of average people who were not among the rich and powerful.
- Discuss the nature and use of primary and secondary sources and defend their conclusions.
- Write song lyrics based on primary document photographs.

Time Required: Two periods of one hour each.

ESSENTIAL QUESTION: How does the environment of the Mississippi River influence human activity?

LESSON FIVE: LIVES OF THE LEVEE WORKERS

SELECTIONS #7 Mississippi River Work Song Medley ,# 11 Old Man River, and #14 Mississippi Mud

OBJECTIVES:

- NCSS THEME: **Human beings create, learn, share, and adapt to culture**
- NCSS THEME: **Studying the past makes it possible for us to understand the human story across time.**
- NCSS THEME: **The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.**
- NCSS THEME: **Knowing how to read, reconstruct and interpret the past allows us to answer questions**

STUDENTS WILL

- Examine the role of work songs in the life of American labor
- Compose their own lyrics to a Mississippi River work song.
- Examine song lyrics to determine the living and working conditions of the largely black levee and dock workforce of the Mississippi River of the late 1800's and early 1900's and defend their views
- Discuss the accuracy and inaccuracy of primary sources and defend their views

ASSESSMENT

Assessment activity gives students a choice of three projects.

- Narrative Writing
- Visual Art
- Lyrics and Music.

Additional Resources:

<http://www.loc.gov/teachers/>

<http://memory.loc.gov/ammem/index.html>

<http://www.loc.gov/pictures/>

<http://memory.loc.gov/ammem/browse/ListSome.php?category=Maps>

<http://memory.loc.gov/ammem/award97/ncuhtml/fpnashome.html>

<http://memory.loc.gov/wpaintro/wpahome.html>

LESSON 1: WATERBORNE TRANSPORTATION ON THE RIVER

CD SELECTION #1 *CAN YOU CANOE?*

OVERVIEW:

This lesson is the introduction to the unit. In this lesson students will learn the location of the Mississippi River and its tributaries. They will use the song *Can You Canoe?* to explore the nature of river transportation and will begin to consider, through class discussion and short writing activities, the relationship between the river and traditional Native American populations. See lyrics at bottom of page and on separate document entitled “TRANSCRIBED LYRICS”. This document includes all necessary information. It can also be a stand alone lesson without using later lessons in the unit. In each lesson students will create a quick write response to a question. Teacher may collect these, but should return them at the end of the unit for an activity. They will also have an ESSENTIAL QUESTION at the end of each lesson.

ESSENTIAL QUESTION: How would Native Americans have interacted with the Mississippi River?

CRITICAL CONTENT:

The effects of technology on transportation

Inter-relatedness of environment and human activity.

BACKGROUND

- Our LIFE ALONG THE MISSISSIPPI RIVER unit is divided into five lessons that take from one to two hours each to complete. Each lesson can also be done as a “stand alone” activity. While the lessons are designed for 8th grade, they are easily adjusted in complexity to match other age groups.

OBJECTIVES

Students will explore the NCSS themes:

- SCIENCE, TECHNOLOGY, AND SOCIETY: **Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world** by considering how transportation technology has changed and the effect such change has had on commerce.
- PEOPLE, PLACES, AND ENVIRONMENTS: **The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.**

STUDENTS WILL

- Locate the Mississippi River and its tributaries on a map.
- Discuss various forms of water borne transport.
- Explain the basics of canoe operation.
- Explain the advantages and disadvantages of more or less technologically sophisticated water craft.
- Explain ways in which Native American populations interacted with the river environment.

MATERIALS:

- Map of the United States
- CD *Songs of the Mississippi River*
- CD player
- Computer and projector
- Printed lyrics for each student
- Board, Large Post-It Paper (optional)

PROCEDURE

STEP 1:

- DISCUSSION AND ACTIVATION OF PRIOR KNOWLEDGE
- EXTENSION OF BASIC KNOWLEDGE OF THE MISSISSIPPI RIVER.

OPENING QUICK-WRITE ASSIGNMENT

- Have the students respond to this question: In a short paragraph, define the word *RIVER* and describe a typical river

After they have completed their quick write, have students exchange papers. Then engage in discussion using the questions below. The teacher may wish to have a student write class answers on the board, on a large post-it sheet, or type them into a projected computer document.

DISCUSSION QUESTIONS: Questions are in bold, possible answer in plain text. A list of questions without the answers is at the end of this document, suitable for projection.

❖ **Define the term *RIVER*.** (If you have a word wall, add this term)

- a : a natural stream of water of usually considerable volume
- b : watercourse
 - The above from : <http://www.merriam-webster.com/dictionary/river>

❖ **What are some adjectives that would describe a river?**

WET, LONG, RAGING, WIDE, DEEP, DANGEROUS, SLOW

❖ **NAME SOME RIVERS**

MISSISSIPPI, NILE, AMAZON, HUDSON, OHIO, ILLINOIS

- Have a student locate the Mississippi on a map of the United States.
- Show the Mississippi Watershed map seen at the bottom of this page or from this link:
http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/8/80/Mississippi_watershed_map_1.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Mississippi_watershed_map_1.jpg&h=563&w=717&sz=131&tbnid=tFxxv8pnkJieHM:&tbnh=99&tbnw=126&zoom=1&usq=fl2Fzv0XsqGdwjEbJlmRh-rSwls=&docid=8_x2z_QAHpJuoM&sa=X&ei=LMXUUY3VEOrg0QH3uIG4Bg&sqi=2&ved=0CC8Q9QEwAA&dur=147

CONTINUATION OF QUESTIONS

- **WHERE DOES THE MISSISSIPPI BEGIN?**
 - In the North Central United States, near the Canadian border
- **WHERE DOES THE MISSISSIPPI END?**
 - Gulf of Mexico
- **WHAT CITY IS CLOSEST TO THE MOUTH OF THE MISSISSIPPI?**
 - New Orleans
- **WHAT IS A "TRIBUTARY"?**
 - A river or stream flowing into a larger river or lake: (If you have a word wall, add this term to it later in the day) (FROM :
http://oxforddictionaries.com/us/definition/american_english/tributary
- **LOOKING AT THE PROJECTED MAP, WHAT TRIBUTARIES DO YOU SEE FLOWING INTO THE MISSISSIPPI?**
 - Missouri
 - Illinois
 - Ohio
 - Tennessee (into the Ohio and then the Mississippi)
 - Arkansas

By this point students should have reactivated their basic knowledge of the river or gained such knowledge. Have them return each quick write response to the students.

If you have not done so previously, explain to the students that they are beginning a unit on the Mississippi River. They will study basic facts about the Mississippi and look a bit at the history of Native Americans on the river, commerce, and the lives of later peoples along the river. Each day they will be hearing one or more musical selections from a cd prepared by the New Orleans Jazz National Historical Park that contains songs about the river. Each song will be a launching point into a lesson.

Show a picture of a canoe, such as the one provided below. Then move on to playing the first selection

STEP 2: INITIAL USE OF CD SELECTION #1

- ❖ Play the first selection from the cd *Songs of the Mississippi River: CAN YOU CANOE?*
 - Project the lyrics or give them as a hand out.

STEP 3: CONTINUATION OF CLASS DISCUSSION AFTER PLAYING OF CD

- ❖ ***The song mentions canoe. What other forms of transportation would be suitable on the river?***(Pictures of such watercraft are provided below)
 - Raft, barge, steamship, paddleboat, motorboat, kayak
- ❖ ***According to the song, “We don’t need a motor”. Why would not having a motor be an advantage?***
 - Could move more quietly
 - No expense in buying fuel
 - No danger of running out of fuel
 - Less chance of a breakdown.
 - Less likely to pollute the river.
 - More likely that a skilled person could build the craft herself.
- ❖ ***Why would having a motor be an advantage?***
 - Easier to travel upstream.
 - Easier to deal with dangerous currents in the river.
 - Faster.
 - Ability to use the motor to keep the boat motionless in moving water.
 - Can move across river, against flow, etc. to maneuver.
 - Larger craft would allow for the carrying of additional passengers, supplies, cargo.

SHOW PICTURES OF THE MISSISSIPPI RIVER. See below.

QUICK-WRITE #2 (Done on same paper as previous quick write)

One paragraph: If you were traveling the Mississippi would you want a powered craft or an unpowered craft such as a canoe or kayak. Give three advantages of your choice.

CONTINUATION OF DISCUSSION

- ❖ ***Which people that first used the river for transportation and communication would not have had motors?***
 - Native Americans.
- ❖ ***Name some Native American tribes.***
 - Cherokee, Seminole, Navajo, Apache.
- ❖ ***Can you name any that lived along the Mississippi or along its tributaries?***
 - Choctaw, Houma, Chippewa
- ❖ ***What group of people who came after the Indians also at first had no motors?***
 - European explorers.
- ❖ ***This stanza gives a basic explanation of how a canoe is operated. Have any of you ever used a canoe? Can you explain how it is operated?***

I'll take the bow, brother
You can take the stern
I'll move us forward
While you choose when to turn
- ❖ ***What is the "bow"?***
 - Front of the boat
- ❖ ***What is the "stern"?***
 - Back of the boat
- ❖ If no student is able to give a basic explanation of how a canoe is operated, provide the explanation below:
 - If a person operates a canoe alone, she sits in the stern. By switching sides when paddling the canoe can be made to turn one way or the other. The paddle can also be held on one side and used as a rudder.
 - If two or more people are operating the canoe, one will sit in the bow and provide additional paddling power, while the person in the stern will be able to control the direction by using his paddle as a rudder.
- ❖ ***How would Indians and early explorers travel back upstream?***
 - This would generally be done on foot. In some cases canoes would be carried. The English and French referred to this as *portage*.

CONCLUDING QUICK WRITE: May be collected. Return at end of unit for final evaluation activity.

How do you think the Native Americans would have interacted with the river? In other words, how would they use it, how would the river affect them, and how would they affect the river?

- ❖ Possible points raised by students in their quick write could be:
 - Drinking water, irrigation, travel, trade, boundary mark, food such as fish, protection from other tribes (crossing the river), danger of flooding, spirituality such as worship of spirits they believed to inhabit the river,

LYRICS: CAN YOU CANOE?

Can You Canoe

E

We don't need a motor

We don't need a sail

A

We don't need no fins or gills

E

We don't need a tail

B

Let's just keep it simple

We'll each get an oar

Paddle out to no man's lake

And float till we can't no more

A E

Can you canoe on a little boat built for two?

A E B

Can you canoe? I'll be your captain and your crew

A E

Can you canoe if there's nothing better to do

E B E

I wanna float down a river with you.

We don't need no outlets

We don't need no wires

Primetime entertainment

'll be lightnin' bugs and fires

Lets just keep it simple

Unplugged and outside

Sound waves on the water

Don't need to be amplified

I'll take the bow brother

You can take the stern

I'll move us forward

While you choose when to turn

Let's just keep it simple

We all need a friend

In this current moment

Instead of lookin around the bend

MAP OF MISSISSIPPI WATERSHED:



Picture below is from National Archives: Public Domain. Other pictures are from the National Oceanic and atmospheric Administration, public domain.

<http://research.archives.gov/description/2132930>

CANOE





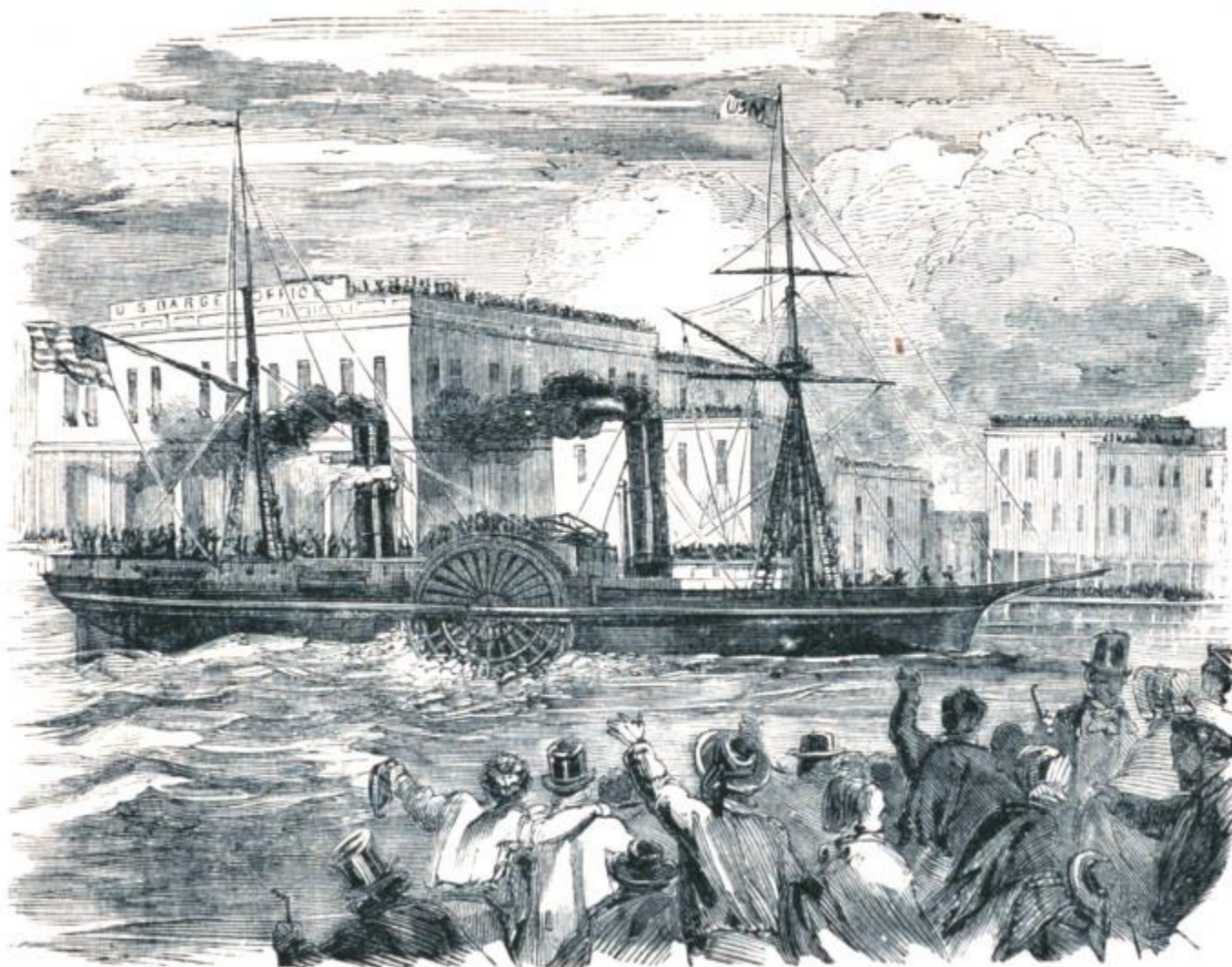
Image ID: fish0355, NOAA's Fisheries Collection

Fishing Barge



Tugboat J.P. McALLISTER underway in Baltimore Harbor.

Image ID: ship2134, NOAA's Fleet Then and Now - Sailing for Science Collection



Departure of a Steamship.

Departure of a steamship. In: "The Annals of San Francisco". Frank Soule, John Gihon, and James Nesbit. 1855. Page 626. D. Appleton & Company, New York. F869.S3.S7 1855.

Image ID: line1743, NOAA's America's Coastlines Collection



A Maine schooner at sunrise. Note rowboat illuminated by sunrise.

Image ID: line3878, NOAA's America's Coastlines Collection

Location: Maine

Photo Date: 2006

Photographer: Doug Helton, NOAA, NOS, ORR



Survey party starting for Badoc Island on the west coast of Luzon.

Going to Badoc Island on a bamboo raft.

Image ID: theb0594, NOAA's Fleet Then and Now - Sailing for Science Collection

Location: West coast of Luzon, Philippines

Credit: NOAA Photo Library, NOAA Central Library; Association of Commissioned Officers



Early use of an outboard motor

Image ID: theb0595, NOAA's Historic Coast & Geodetic Survey (C&GS) Collection

Location: Prince William Sound area, Alaska

Photo Date: Ca. 1908

Credit: Family of Captain Gilbert T. Rude, C&GS



Courtesy of Fred R. Kline, Director/Editor, George Caleb Bingham Catalogue Raisonné Supplement of Paintings and Drawings

RIVER SCENES: PUBLIC DOMAIN, NATIONAL ARCHIVES

<http://research.archives.gov/description/7011969>

464442 - R - Scenes, Waterscenes
View of Mississippi River Delta
Taken by C. R. Lockard - 1951



<http://research.archives.gov/description/530882>



QUESTIONS

1. *Define the term RIVER.*
2. *What are some adjectives that would describe a river?*
3. *NAME SOME RIVERS*
4. *WHERE DOES THE MISSISSIPPI BEGIN?*
5. *WHERE DOES THE MISSISSIPPI END?*
6. *WHAT CITY IS CLOSEST TO THE MOUTH OF THE MISSISSIPPI?*
7. *WHAT IS A "TRIBUTARY"?*
8. *LOOKING AT THE PROJECTED MAP, WHAT TRIBUTARIES DO YOU SEE FLOWING INTO THE MISSISSIPPI?*
9. *The song mentions canoe. What other forms of transportation would be suitable on the river?*
10. *According to the song, "We don't need a motor". Why would not having a motor be an advantage?*
11. *Why would having a motor be an advantage?*
12. *Which people who first lived along the river would not have had motors?*
13. *Name some Native American tribes.*
14. *Can you name any that lived along the Mississippi or along its tributaries?*
15. *What group of people who came after the Indians also at first had no motors?*
16. *This stanza gives a basic explanation of how a canoe is operated. Have any of you ever used a canoe? Can you explain how it is operated?*
17. *What is the "bow"*
18. *What is the "stern"?*
19. *How would Indians and early explorers travel back upstream?*

LESSON 2

CD SELECTION #2 *FIRST NATIONS*

OVERVIEW:

In this lesson students will use the song *First Nations* to explore the presence of Native American cultures along the Mississippi. See lyrics at bottom of page. This can also be a stand alone lesson without using later lessons in the unit. In each lesson students will create a quick write response to a question. The teacher may collect these, but should return them at the end of the unit for an activity. They will also have an ESSENTIAL QUESTION at the end of each lesson.

ESSENTIAL QUESTION: How would living along the river affect the lifestyle of Native Americans?

CRITICAL CONTENT:

Relationship between environment and human culture and society.

BACKGROUND

- Our LIFE ALONG THE MISSISSIPPI RIVER unit is divided into five lessons that take from one to two hours each to complete. Each lesson can also be done as a “stand alone” activity. While the lessons are designed for 8th grade, they are easily adjusted in complexity to match other age groups.

OBJECTIVES

Students will explore the NCSS Themes:

- ❖ PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.

STUDENTS WILL

- ❖ Write a short paragraph to demonstrate retention of previous lesson’s information.
- ❖ Increase their awareness that Native Peoples inhabited North America before the arrival of Europeans.
- ❖ Locate on a map the names of several native groups that lived along the river.
- ❖ Increase awareness of the river as a major trading artery.
- ❖ Sharpen map reading skills.
- ❖ Demonstrate an understanding of the relationship between the river environment and native life by completing a worksheet on a Native American village.

MATERIALS:

- Map of the United States
- Mississippi Watershed Map (found below and at link)
- CD *Songs of the Mississippi River*
- CD player
- Computer and projector
- Printed lyrics for each student
- Board, Large Post-It Paper (optional)
- Handout/worksheet on Native village (provided below)

PROCEDURE:

- Introductory/Review Quick Write: *In three sentences, write down three things that we learned yesterday about the river, water craft, and/or people who lived along the river.*

Step 1: REVIEW

- ❖ Students should exchange their quick write responses and share answers. Have a student record correct review facts on the post-it paper or as a projected computer document.
- ❖ Project the watershed map while reviewing. Map is found below.
 - Once students have given their responses, move on.
- ❖ Have a student trace the course of the river and point out various tributaries.
- ❖ EXPLAIN TO THE STUDENTS THAT TODAY THEY WILL BE LEARNING ABOUT NATIVE GROUPS THAT LIVED ALONG THE RIVER.
- ❖ Ask students to name as many Native American tribes as they can.
- ❖ As they name the tribes, ask if they can show on a map of North America the locations of each tribe's traditional lands.
- ❖ Students may now return the quick write to its author.

STEP TWO: THE SONG

- ❖ Play selection #2 *FIRST NATIONS* for the students.
 - Provide lyrics for the students.
- ❖ After the song has been played have students go through the lyrics and highlight or circle the various Native American words.

STEP THREE: LOCATION OF NATIVE TRIBES.

- ❖ Project the Native American cultural areas map. It is at the bottom of this document and at the link http://www.emersonkent.com/map_archive/united_states_indian_tribes.htm
- Zoom in on the areas bordering the Mississippi and its tributaries.
- Have a student approach the map and find the following groups:
 - MIAMI (immediately southeast of Lake Michigan)
 - ILLINOIS (immediately southwest of Lake Michigan)
 - IOWA (Immediately west of Illinois territory, on Longitude line 90).
 - Ask student to find the OBJIBWE (along Canadian border, west of Lake Superior. Tell students that this tribe was known by several names, but they called themselves the ANISHINABE.
 - Ask students to find the FOX, which are next to the Winnebago, just west of Lake Michigan. They are identical with the MESQUAKE in the lyrics.

STEP 4: Examination of Lyrics/discussion.

- ❖ Show the picture of St. Anthony Falls which can be found below. It is from the attached pdf (p. 118 of Chapter 6). This shows the area known as Severed Rock or *Kakabikah*. DO NOT SHARE THE NAME.
TELL THEM THE FOLLOWING:
 - These lyrics refer to a sacred place on the river that was also close to a major village.
 - Native Americans probably had many names for the falls that described its character. Anisinabe (Chippewa or Ojibwe) called the falls Kakabikah (the severed rock) and Kichi-Kakabika (the great severed rock) because the area below the falls was filled with giant blocks of limestone. These blocks turned the area into a raging rapid. For the same reason the Dakota Indians called the falls Minirara, meaning “curling water”, O-Wa-Mni, meaning whirlpool, Owahmenah , falling water, and HaHa Tanka, big waterfall. Europeans later called the area St. Anthony Falls. There are also stories told by explorers of encountering Native Americans who prayed to a spirit which they believed lived in the falls.
 - One explorer reports hearing an Indian Shaman saying this prayer:
““You, who are a spirit, grant
that our tribe pass by here tranquilly without mishap.
Grant that we may kill many buffaloes, destroy our enemies,
and bring here captives, some of whom we will sacrifice
to you.””

- *Later explorers renamed the falls “Saint Anthony Falls”, which remains its official name to this day.*

❖ **QUESTION: Which lyrics give the Indian names?**

- “Falling Water, Owahmena,
River of the falls, Hahawakapa,
The Severed Rock, Kakabikah”

STEP 5: Continued Discussion: Importance of the River in Native American life. Ask these questions while a student records the answers.

❖ **Why would native peoples believe a spirit lived below the falls?**

- Native American religion was based on the idea that all things in nature had spirit.
- Powerful natural objects had powerful spirits.
- The falls could be heard for miles and so were considered to be very powerfully spiritually.

❖ **What uses for the river would native peoples have?**

- Water
- Irrigation
- Food sources
 - Fish
 - Game seeking water.
 - Water plants
- Travel and Communication
- Trade
 - This would enable tribes to gain access to materials they did not have in their area
- Boundaries
- Protection
 - Crossing river to avoid enemies

❖ **What disadvantages would be found in locating a village along a river?**

- Easily located by foes
- Flooding.
- Possibility of water borne and insect borne disease.

STEP 6: QUICK WRITE

- In a paragraph of _____ sentences (instructor should choose a number based on the skill level of the students), describe a Native American village that would be located on the Mississippi.

STEP 7: EXERCISE.

❖ HAHAWAKPA HANDOUT

- This handout should be credited to the following: Mississippi National River and Recreation Area Visitor Center in the Science Museum of Minnesota, 120 Kellogg Blvd West, St. Paul, Minnesota 55102, 651 290-0200, miss_info@nps.gov, www.nps.gov/miss
- ❖ Project the pdf of hahawakpa. Also, print out related worksheet found below. Allow students to approach the projected image and assist each other in completing the worksheet.

STEP 7: QUICK WRITE:

- ❖ When they have completed the worksheet, have students rewrite their previous quick write describing a native village. The task is to improve on the writing now that they have additional information from the Hahawakpa exercise.

WORKSHEET BELOW

KAPOSIA

TASK: Use “Kaposia”, from the Mississippi National River and Recreation Area Visitor Center in the Science Museum of Minnesota, to answer the questions.

- 1) What tribe lived at Kaposia?
- 2) What did the people of that tribe call the river we know as the Mississippi?
- 3) Name six things the river provided for the tribe.
- 4) Looking at the lithograph “Little Crow’s Village”, what are two disadvantages that might result from its village’s location?
- 5) Why would the tribe not live at this site in the winter?
- 6) What kind of areas did the tribe seek out in winter months?
- 7) What are some communal activities in which the tribe might engage while living at Kaposia?
- 8) How would life change if drought or pollution denied the tribe use of the river?
- 9) Why did they leave Kaposia?

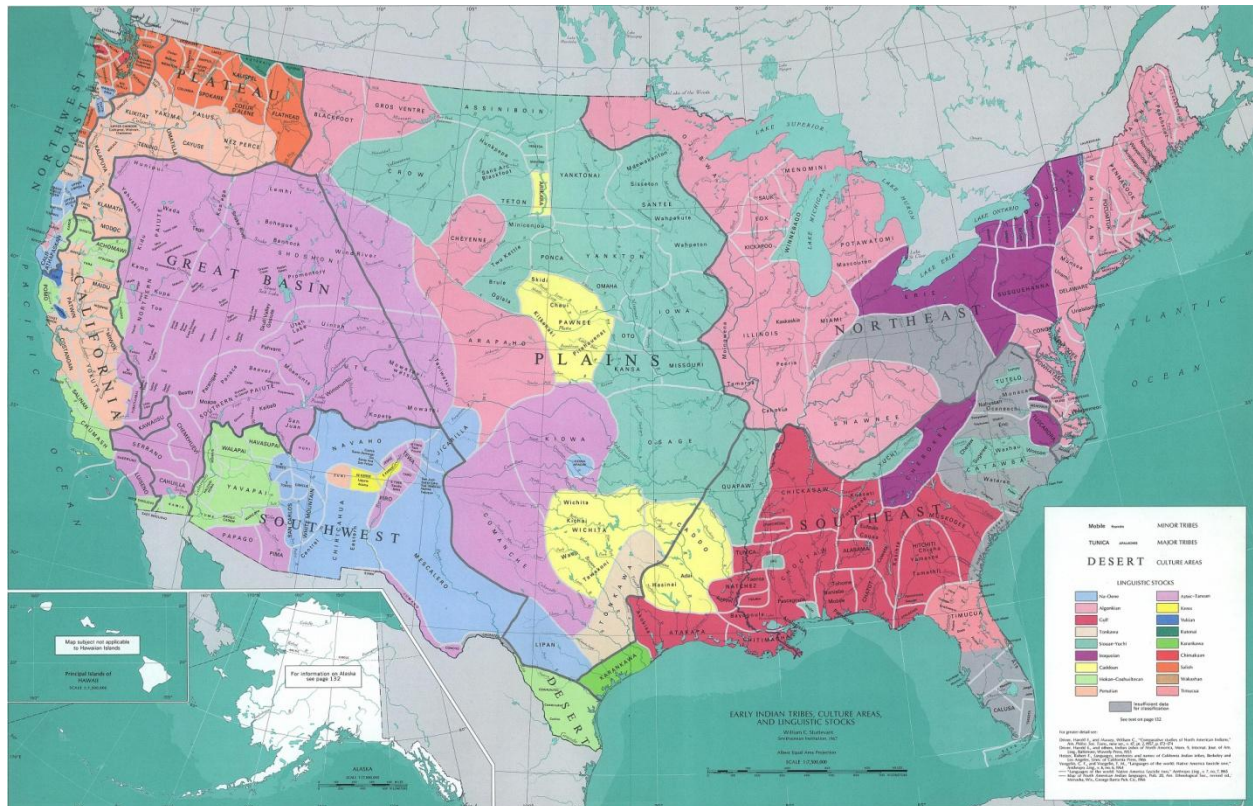


The course and
watershed
of the
**Mississippi
River**
The Father of Waters

200 Miles

400 Km

http://www.emersonkent.com/map_archive/united_states_indian_tribes.htm



LYRICS: FIRST NATIONS

by Charlie Maquire

Verse 1

First nations on the river

First Nations are on the river

Dakota, Iowa, Anishinabe, Mesquakie,

Falling Water, Owahmena,

River of the falls, Hahawakapa,

The Severed Rock, Kakabikah

The First Nations were on the River.

Verse 2

First nations were on the river

First Nations were on the river

And they called it

Mee-zee-see-bee, Chauqua,

Tapata, Sassagoula

Falling Water, Owahmena,

River of the falls, Hahawakapa,

The Severed Rock, Kakabikah

The First Nations were on the River.

Verse 3

First nations were on the river

First Nations were on the river

Dakota, Mesquakie, Illinois, Miami

Anishinabe, Tionontati

Dakota, Iowa, Anishinabe, Mesquakie,

Falling Water, Owahmena,

River of the falls, Hahawakpa,

The Severed Rock, Kakabikah

The First Nations were on the River.

First nations were on the river

First Nations were on the river

And they lived at

Hole in the Day, Kaposia

Remnica, Wabasha

Verse 4

Dakota, Mesquakie, Illinois, Miami

Anishinabe, Tionontati

Lithograph. Hermann J. Meyer. St. Paul District, Corps of Engineers.

From: http://www.nps.gov/miss/historyculture/upload/River_Ch_6.pdf



LESSON THREE: EARLY COMMERCE ON THE RIVER AND THE LIVES OF THE MISSISSIPPI BOATMEN

SONG SELECTIONS THREE, FOUR, and FIVE: HAUL AWAY JOE, GREAT MISSISSIPPI, ROLL ON RIVER

OVERVIEW:

In this lesson students use three songs to study commerce of the river and the lives of the Mississippi Boatmen. See lyrics at bottom of page. They also examine primary sources in the form of period paintings by George Caleb Bingham, (courtesy of Fred R. Kline, Director/Editor, George Caleb Bingham Catalogue Raisonne Supplement of Paintings and Drawings). Students will create quick write responses to various prompts. Teacher may collect these, but should return them at the end of the unit for summative evaluation. They will also have an ESSENTIAL QUESTION at the end of each lesson

ESSENTIAL QUESTION: How would the Mississippi River have affected the settlement of the central United States?(**ANSWER:** By providing an outlet for markets it made it possible for people in that area to earn a living. This made the area more attractive to settlers).

CRITICAL CONTENT:

Importance of the Mississippi River to commerce and settlement.

Effect of the River on the lifestyle of the Mississippi Boatmen

Evaluation of Primary Sources.

BACKGROUND

- Our LIFE ALONG THE MISSISSIPPI RIVER unit is divided into five lessons that take from one to two hours each to complete. Each lesson can also be done as a “stand alone” activity. While the lessons are designed for 8th grade, they are easily adjusted in complexity to match other age groups.

OBJECTIVES:

- NCSS THEME: **Through experience, observation, and reflection, students will identify elements of culture.**
NCSS THEME: **The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.**
NCSS THEME: **People have wants that often exceed the limited resources available to them.**
- NCSS THEME: **Global connections have intensified and accelerated the changes faced at the local, national, and international levels.**

STUDENTS WILL

- Discuss the importance of the Mississippi in early 19th century trade links.
- Discuss the lives of the Mississippi Boatmen through examination of primary sources and defend their conclusions.
- Point out on a projected map various important locations along the river.
- Demonstrate the ability to differentiate between North, South, East, and West,
- Examine musical lyrics to engage in critical thinking, learn basic facts about the Mississippi , and defend their conclusions.
- Consider the accuracy of primary sources and defend their conclusions.
- Use critical thinking to develop additional information on 19th century river commerce and defend their conclusions.
- Create a written narrative based on the lives of the Mississippi Boatmen

MATERIALS NEEDED:

- CD *Songs of the Mississippi River*
- CD player
- Computer and projector
- Printed lyrics for each student
- Board, Large Post-It Paper
- Internet connection is advantageous but not required.

PROCEDURE

QUICK WRITE:

- Introductory/Review Quick Write: *In three sentences, write down three things that we learned yesterday about the native peoples who lived along the river.*

Step 1: REVIEW(the procedure for this step is the same every day)

- ❖ Have a student act as recorder on a large piece of post it paper, on the board, or on a computer document. Project the map of the Mississippi Watershed. Review the map of native territories, Maps found below.
- ❖ Have students exchange their quick write responses. Ask students to share either from memory or from another student's quick write things learned in the previous lesson.
- ❖ Have a student trace the course of the river and point out various tributaries.
- ❖ EXPLAIN TO THE STUDENTS THAT TODAY THEY WILL BE LEARNING ABOUT USE OF THE RIVER BY NON NATIVE PEOPLES FOR TRADE.

STEP 2:

- ❖ Play selections #3 *Haul Away Joe*
This is a very upbeat song.
Project or give copies of lyrics to students.
As the song plays project the painting "The Jolly Boatmen", seen below and on link.

STEP 3:

Show picture THE JOLLY BOATMEN (also seen below. The Park Service has been granted permission to reproduce the image for these lessons courtesy of Fred R. Kline, Director/Editor, George Caleb Bingham Catalogue Raisonne Supplement of Paintings and Drawings.)The paintings may be accessed at

<http://www.georgecalebbingham.org/bio.htm>

They are also on the document *Bingham Boatmen Paintings*.

CLASS DISCUSSION/ EXAMINATION OF LYRICS AND PAINTING

QUESTIONS FOR STUDENTS

Depending on the character of your class, these questions could be handed out or projected and students could be required to record responses. Questions are in bold, likely student responses are beneath. A LIST OF THE QUESTIONS WITHOUT ANSWERS THAT IS SUITABLE FOR PROJECTION IS AT THE BOTTOM OF THE DOCUMENT.

While discussing the geographic questions have students come to the board to point out the various places mentioned.

FIRST SET OF QUESTIONS RELATE TO “HAUL AWAY JOE”

- ❖ **Describe the lifestyle that is communicated by the song *HAUL AWAY JOE* and the painting *The Jolly Boatmen*.**

- Freedom, Excitement, Carefree, Friendship, Camaraderie, Material simplicity, Travel, Work

- ❖ **What about the song communicates these ideas?**

- Tempo, High singing key

- Lyrics

- *Bound for Louisiana*
- *Cornbread is all ya need with butterbeans and honey*
- *Bound for better weather*
- *Haul away, boys*

- ❖ **What in the painting communicates these same ideas?**

- Dancing, Musical instruments, Men relaxing

STEP 4:

Play selection #4 *Great Mississippi* and #5 *Roll on River*. Project or hand out lyrics. Project map of Mississippi. Ask the following questions.

- ❖ **According to the lyrics, where does the Mississippi begin?**

- Itasca

- ❖ **In what state would you find Itasca?**

- Minnesota

- ❖ **How can the Mississippi be said to roll through the “heart of the country”?**

- It passes directly through the middle of the country.

- ❖ **How can the river be called “a winding road”?**

- It is used for transportation and travel

- ❖ **Which point mentioned in the lyrics is the farthest east?**

- Virginia

- ❖ **How long is the river?**

- 2,400 miles

- ❖ **Which point mentioned is the farthest west?**

- Rockies

- ❖ **Why would the same river have different names?**

- Different cultural groups have lived along it and used it.
- It is so long and winding that people might have encountered it in different places and not realized that it was the same river, or they might have had no contact with other groups who had named it previously.
- People have lived on it for so long that groups have come and gone, naming it and renaming it.
- ❖ **Roll on River says that the Mississippi splits the nation into two sides, but also unites it. How can it do both things?**
 - The split is physical but it unifies because people use it for communication and trade. This binds people together in common interests both east-west and north-south.
 - The tributaries flowing from the East and West pull people to communication in the center.
 - The river could act as an artery of control as military forces move up and down the river and its tributaries.
- ❖ **Do you think this is an accurate portrayal of the lifestyle of the boatmen?**
- ❖ **What sort of hardships would face men like this?**
 - River pirates, Indian attack, Rapids and Waterfalls, Storms, Backbreaking labor
- ❖ **What place on the river that we studied in Lesson 2 would present one of these dangers to the boatmen?**
 - Falling Water, Owahmena, River of the Falls, Hahawakapa, The Severed Rock, Kakabikah: now known as St. Anthony Falls.
- ❖ **If you were going to repaint the picture to make it more accurate or to communicate the hardships of the boatmen , what changes would you make?**
 - Dirtier or more tattered clothes, Damage to the raft, Dangerous water, Exhausted men, The presence of weapons
- ❖ **These men are rafters. What are the problems they would face on the river based on how a raft operates?**
 - One way travel- downstream, Mainly open to the weather, Easily moved by difficult currents, Difficult to stop, Impossible to reverse course
- ❖ **Looking at the map of native tribes, what tribes would a Mississippi Boatman encounter while passing down the river?**

http://www.emersonkent.com/map_archive/united_states_indian_tribes.htm

 - Natchez, tunica, Quapaw, Chickasaw, Illinois...
- ❖ **How would encountering the tribes be dangerous?**
 - Possibility of attack.
- ❖ **How would encountering the tribes be beneficial?**
 - Trade, Guides, Shelter, Food, Other Assistance
- ❖ **What facts about the Mississippi can you learn from the painting and the lyrics that are also reflected in the maps?**
 - It is a wide river.
 - Flows to Louisiana
 - Flows South where the weather would often be better (at least in winter)
 - Passes through Illinois

- Connects to the Saint Croix River.(see www.nps.gov/sacn/index.htm for additional information on this waterway)
- Accesses the Gulf of Mexico (reference to Sarasota, Florida on the western coast of the state.)

❖ **Show the watershed map to students. Ask them the following questions.**

- ❖ **What is the farthest southern location mentioned in the song?**
 - Sarasota
- ❖ **What state is Sarasota in?**
 - Florida
- ❖ **Since the Mississippi River does not reach Florida, how will the boatmen get there?**
 - Through the Gulf of Mexico
- ❖ **What is the furthest northern location mentioned in the song?**
 - Minnesota
- ❖ **What does the connection of those two places mentioned in the song suggest?**
 - That the river connected the farthest northern section of the US to the Gulf of Mexico and then the ocean.
 - That any area connected to the Mississippi or its tributaries have a communication link to the ocean, and thus to world trade.
- ❖ **Looking at the watershed map, what states were able to be connected to global trade because the Mississippi or a tributary of the Mississippi ran through them?**
 - Montana, North Dakota, South Dakota, Nebraska, Kansas, Wisconsin, Minnesota, Illinois, Iowa, Missouri, Pennsylvania, Ohio, West Virginia, Kentucky, Tennessee, Arkansas, Mississippi, Louisiana, Alabama
- ❖ **What city is located farthest south on the river?**
 - New Orleans
- ❖ **What city would it be very important for the United States to control in order to ensure that trade down the Mississippi had an outlet to the Gulf of Mexico?**
 - New Orleans.
- ❖ **In the Civil War, Union forces captured New Orleans quickly. Why would that city be an important target?**
 - Cut off Southern access to the Gulf.
 - Gave the Union a base to launch upriver attacks through the heart of the Southern Confederacy.
- ❖ **Of what importance would American control of New Orleans be to the people of the states you listed?**
 - By controlling the city, the US could keep markets open to the world for the people of those areas. If another nation controlled New Orleans, markets could be cut off.
- ❖ **In what way does this qualify as “global trade”?**
 - Goods from the interior of the United States can be traded globally due to access to the Gulf of Mexico and then the Ocean.
- ❖ **How might access to these markets affect settlement of the mid sections of the United States?**

- Settlers there, as well as Native Groups, would have markets for products. This could make the area more attractive to settlers.

❖ **What other important towns were on the river or on its tributaries?**

- Minneapolis
- St. Louis
- Memphis

❖ **Why was the location of St. Louis so advantageous?**

- It was just below the confluence of the Mississippi, Missouri, and Illinois Rivers.

STEP 5: This could be done in groups of five with each student responsible for one section. You could also allow students to do it as visual art.

- ❖ **WRITING ASSIGNMENT:** You are a boatman traveling from Itasca to New Orleans. Describe four stages of your travels.
 - 1) Casting off on your raft with your initial cargo and heading down river. Describe your vessel, your crew, and your cargo.
 - 2) You make a stop on your travels as you trade your merchandise for new goods that will be even more valuable down river. Where do you stop and what do you trade for? Whom do you encounter?
 - 3) You encounter a danger on the river. What happens?
 - 4) Final destination: The big, wild, wide open town of New Orleans where you sell your goods, have some fun, and then set off up river by steamboat or horse to return home. Or do you?
 - 5) How would the activities of the Mississippi Boatmen affect the settlement of the central United States?

ADDITIONAL DISCUSSION ABOUT THE LIVES OF THE BOATMEN

. PLEASE GIVE CREDIT TO THE SITE. Use of pictures courtesy of Fred R. Kline, Director/Editor, George Caleb Bingham Catalogue Raisonne Supplement of Paintings and Drawings. These paintings are the work of George Caleb Bingham, who painted them from life. Impress on the students that this is as close as we can get to an accurate view of the lives of these men in the absence of photography.

See the separate document *Bingham Boatmen Paintings Lesson 3* Activity for the visuals and suggested questions for discussion.

FURTHER DEVELOPMENT OF LESSON

To further develop this lesson, students with computer access could read this google book, Chapter 13, which discusses the difficulties in moving upriver on the Missouri to reach fur trapping areas. It also discusses lifestyle, the character of the men, and the use of boatsongs.

http://books.google.com/books?id=hGG6s3qDX_sC&pg=PA287&lpg=PA287&dq=narrative+of+mississippi+boatmen&source=bl&ots=X1mIjpfPyi&sig=Afsm9pdQbB2PAuninaJ0eaJrG4Q&hl=en&sa=X&ei=3YvZUeXrGJP09gTZ44HQDQ&ved=0CEkQ6AEwBQ#v=onepage&q=narrative%20of%20mississippi%20boatmen&f=false

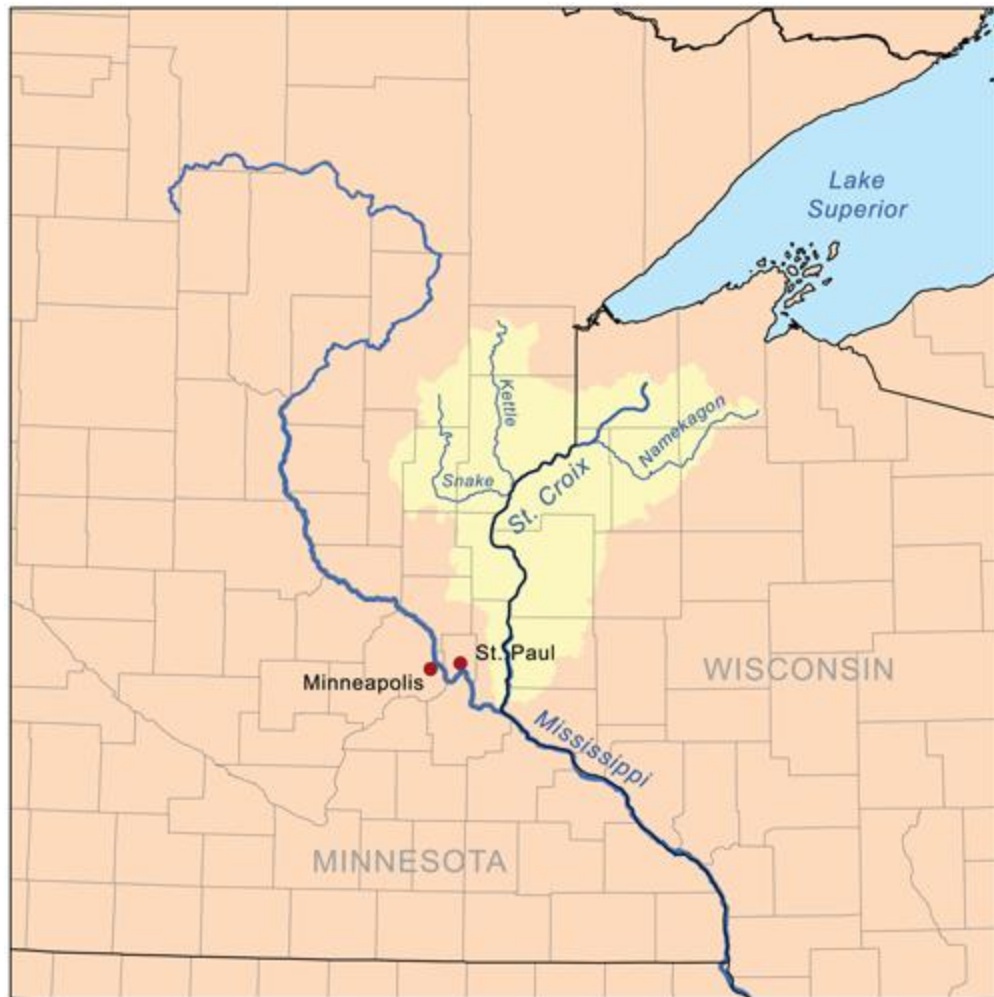




[illegible]

<http://en.wikipedia.org/wiki/File:Stcroixmnwirivermap.png>

See map below



Haul Away Joe

A D A

Goodbye and don't ya cry, I'm goin to Loui'siana

D A E A

Way haul away well haul away Joe

To buy a dog and a muddy old hog and marry Suzy Anna

Way haul away well haul away Joe

My mother told me long ago, she wished I'd been lawyer

Way haul away well haul away Joe

Much to her chagrin, I don't have an employer

Way haul away well haul away Joe

D A E F#m

Way haul away we're bound for better weather

D A E A

Way haul away we'll haul away Joe

D Bm

Haul away Joe me boys

A F#m

Meetin on up with the old St. Croix (Floatin on down to Illinois)

D

Keep on rowin' me boys

E A

It's a raftman's life for me 2x

Toy cars and candy bars are just a waste of money

Way haul away well haul away Joe

Cornbread is all ya need with butterbeans and honey

Way haul away well haul away Joe

Sing a Song and get along way down to Sarasota

Way haul away well haul away Joe

Then hop a barge up through the arch and back to Minnesota

Way haul away well haul away Joe

#4 GREAT MISSISSIPPI

Born every day at Itasca

Over Saint Anthony Falls

She rolls through the heart of this country.

She rolls through the heart of us all.

She's the Great Mississippi

She's a winding road

Every turn, every bend will bring you back again

For a story told

Vs 2

She is a wide shouldered River

Taking the Rockies' high mountain snow

And the soft spring rains of Virginia

Along with her as she goes

Vs 3

Rolling over Saint Peter

Twisting down Glenwood Shale

Bearing down on Platteville Limestone

For 12,000 years she's been there

Vs. 4

She's the "Rio Escondido"

The "Sassagoula", the Mee-zee-see-pee

She has a river of names from her people

Twenty-four hundred miles to the sea

5 Roll on River

G

Well a river lives one long life

C G

From the raindrops to the sea

And I am somewhere in the middle

D G

I'm just keeping good company

As a baby you were tiny

You were curious and free

As you grew up you grew stronger

You grew beautiful and serene

G

Roll on river to the ocean

C G

Roll on round that river bend

Em

Roll on river to the ocean

G D G

Where we soon will meet again

Am G

Oh that river keeps on rollin'

C G

Made of water soil and sand

Am G

Splits this nation into two sides

D G

As it unifies one great land

When I come to my final ocean

I know this thought will keep me warm

All the water in this whole world

Never dies it just changes form

Ending- G D C - - G

QUESTIONS

FIRST SET OF QUESTIONS RELATE TO "HAUL AWAY JOE"

1. Describe the lifestyle that is communicated by the song *HAUL AWAY JOE* and the painting *The Jolly Boatmen*.
2. What about the song communicates these ideas?
3. What in the painting communicates these same ideas?
4. According to the lyrics, where does the Mississippi begin?
5. In what state would you find Itasca?
6. How can the Mississippi be said to roll through the "heart of the country"?
7. How can the river be called "a winding road"?
8. Which point mentioned in the lyrics is the farthest east?
9. How long is the river?
10. Which point mentioned is the farthest west?
11. Why would the same river have different names?
12. *Roll on River* says that the Mississippi splits the nation into two sides, but also unites it. How can it do both things?
13. Do you think this is an accurate portrayal of the lifestyle of the boatmen?
14. What sort of hardships would face men like this?
15. What place on the river that we studied in Lesson 2 would present one of these dangers to the boatmen?
16. If you were going to repaint the picture to make it more accurate or to communicate the hardships of the boatmen, what changes would you make?
17. These men are rafters. What are the problems they would face on the river based on how a raft operates?
18. Looking at the map of native tribes, what tribes would a Mississippi Boatman encounter while passing down the river?
http://www.emersonkent.com/map_archive/united_states_indian_tribes.htm
19. How would encountering the tribes be dangerous?
20. How would encountering the tribes be beneficial?
21. What facts about the Mississippi can you learn from the painting and the lyrics that are also reflected in the maps?
22. What is the farthest southern location mentioned in the song?
23. What state is Sarasota in?
24. Since the Mississippi river does not reach Florida, how will the boatmen get there?
25. What is the furthest northern location mentioned in the song?
26. What does the connection of those two places mentioned in the song suggest?
27. Looking at the watershed map, what states were able to be connected to global trade because the Mississippi or a tributary of the Mississippi ran through them?
28. What city is located farthest south on the river?
29. What city would it be very important for the United States to control in order to ensure that trade down the Mississippi had an outlet to the Gulf of Mexico?

- 30. In the Civil War, Union forces captured New Orleans quickly. Why would that city be an important target?**
- 31. Of what importance would American control of New Orleans be to the people of the states you listed?**
- 32. In what way does this qualify as “global trade”?**
- 33. How might access to these markets affect settlement of the mid sections of the United States?**
- 34. What other important towns were on the river or on its tributaries?**
- 35. Why was the location of St. Louis so advantageous?**

LESSON FOUR: INFLUENCE OF THE RIVER ON LIVES OF ITS PEOPLE

SELECTIONS # 6 *MUDDY WATERS* AND #8 *ODE TO WILLIE BARNES, SR.*

GREAT FLOOD OF 1927

OVERVIEW:

In this lesson students will learn of the effects of flooding on the people of the river. They will hear a song about a poor family losing its home to the river, and the narration of a true story told by one of our rangers of how his father was forced to work the levees in the 1927 flood and almost lost his life. See lyrics at bottom of page and on separate document entitled "TRANSCRIBED LYRICS". This can also be a stand alone lesson without using later lessons in the unit. Students will create a quick write response to a question. Teacher may collect these, but should return them at the end of the unit for an activity.

ESSENTIAL QUESTION: How does the Mississippi influence human activity?

CRITICAL CONTENT:

Effect of natural disaster on individual lives

Evaluation of Primary Sources

Understanding of meaning in musical lyrics.

BACKGROUND

- Our LIFE ALONG THE MISSISSIPPI RIVER unit is divided into five lessons that take from one to two hours each to complete. Each lesson can also be done as a "stand alone" activity. While the lessons are designed for 8th grade, they are easily adjusted in complexity to match other age groups.

OBJECTIVES:

RELATED THEMES FROM NATIONAL COUNCIL ON THE SOCIAL STUDIES:

- ❖ PEOPLE, PLACES, ENVIRONMENTS
 - Understand the relationship between human populations and the physical world
 - Interaction of People and Environment
- ❖ TIME, CONTINUITY, AND CHANGE
 - We can learn our own past and the past of communities by means of stories, biographies, interviews, and original sources.
 - Identify and use a variety of primary and secondary sources for reconstructing the past.
 - Use a variety of primary and secondary resources to research the past.

STUDENTS WILL

- Explain of the effect of the river on lives of residents.
- Examine the concept that history can be the story of average people who were not among the rich and powerful.
- Discuss the nature and use of primary and secondary sources and defend their conclusions.
- Write song lyrics based on primary document photographs.

Time Required: Two periods of one hour each.

MATERIALS NEEDED:

- Visit The site http://archive.org/details/mississippi_flood_1927 to download historical film for the lesson. A shorter version is on youtube.
- Visit the site below for access to a photogallery of useful images of the 1927 flood..
http://www.commercialappeal.com/photos/galleries/great-flood-1927-and-record-flood-1937/38992/#section_header
- Public domain pictures of 1927 Flood from the National Oceanic and Atmospheric Administration.
- CD
- Method of playing cd
- Flip camera or another method of videotaping.
- Computer and projector
- Board or large post it sheets
- Internet Connection

PROCEDURE

STEP 1:

QUICK WRITE:

- ❖ Introductory/Review Quick Write: *In three sentences, write down three things that we learned yesterday about the river trade carried on by the boatmen*
 - Have a student act as recorder on a large piece of post it paper, on the board, or on a computer document.
 - Project the map of the Mississippi Watershed. Ask students to share either from memory or from another student's quick write things learned in the previous lesson. Teacher should ensure that the facts given are correct before the recorder writes them on the board.
- ❖ Have a student trace the course of the river and point out various tributaries.
- ❖ EXPLAIN TO THE STUDENTS THAT TODAY THEY WILL BE LEARNING ABOUT THE DANGERS THAT FLOODING ALONG THE RIVER PRESENTED TO RESIDENTS AND HOW SUCH EVENTS AFFECTED THEIR LIVES.

Bold print shows questions, plain print shows possible answers. At the bottom of the document find a list of the questions suitable for projecting without the answers.

STEP 2: Discussion of Primary and Secondary historical sources.

❖ **WHAT IS A PRIMARY SOURCE? CAN YOU GIVE EXAMPLES OF PRIMARY SOURCES?**

- A thing from the time under study.
- Original copy of the Declaration of Independence
- Photograph of an event.
- An artifact, like a bullet
- A speech from the time.

❖ **What is useful about primary sources?**

- They let you see a piece of history from the time.
- You can hear directly from the people of the time.
- Since it comes directly from the time you have fewer worries about whether the piece truly represents the time.

❖ **What is difficult about studying primary sources?**

- Understanding what they mean.
- We look at things from the understanding of our own time rather than the understandings of the time of the artifact. This can lead to misinterpretation
- Artifacts from the time can represent differing views and experiences from the time. We must be sure not to assume they represent the correct or majority view.

❖ **What is a secondary source? Can you give examples?**

- An analysis of a primary source.
- A newspaper article about an important event.
- An historian's interpretation of an event.

❖ Tell them that the lesson will make use of both primary and secondary sources.

STEP 3:

In this step the instructor plays the relevant songs and a video and/or photographs which are primary sources from the Great Mississippi Flood of 1927.

A NUMBER OF SOURCES HAVE BEEN PROVIDED BELOW. Choose those that you think will be most useful for your particular students.

❖ Play selection #6 *MUDDY WATERS* and selection #8 *ODE TO WILLIE BARNES, SR.*

- Provide copies of the lyrics through a handout, a projection, or by writing the lyrics on a board. Explain that the selection *ODE TO WILLIE BARNES, SR* can be regarded as a secondary source (since the story is being retold by the son of the witness) and the film and photographs as primary sources.
- While you play the song, show the United States Signal Corp Silent 1920's film of the Great Flood of 1927: You might wish to start the recording at minute 1:00 of the silent film. Explain

that the film can also be regarded as a primary source. Since the film sometimes freezes, have photo gallery below ready to use. You may also wish to use the shorter youtube version if you have access to that site.

Film below: Can be downloaded ahead of time.

http://archive.org/details/mississippi_flood_1927

Particular images:

- Raging waters past flooded houses: 1:00-1:30
 - Flooded farm houses and towns 2:13
 - Flood refugees on the levee with their possessions 3:00
 - Raft filled with farm animals 4:00
 - Men working to build up the levee: 5:05
 - Evacuation of refugees by boat: 6:00-8:00 (particularly interesting image at 7:05 of a paddle wheeler pushing a barge filled with people)
-
- Youtube version: <http://www.youtube.com/watch?v=tBfYmxrULIQ> (Edited for length)
 - NOAA public domain pictures, found below and on separate document.
 - On line photo gallery: http://www.commercialappeal.com/photos/galleries/great-flood-1927-and-record-flood-1937/38992/#section_header

WHEN THE SONG IS COMPLETED SHOW THE SATELLITE IMAGE BELOW.

- ❖ Show 30 second long time lapse video provided by Goddard Space Center of satellite image that shows the growth of the image from before July 1999 flood until that year's flood height. Be sure students are aware the image is of a later flood than that of 1927.

<http://archive.org/details/SVS-673>

STEP 4: CLASS DISCUSSION/LYRIC EXAMINATION. This could also be done as an individual writing assignment with students doing quick writes after each question is read aloud.

Have a student read each section. Post or project the particular lyrics to better focus the class.

If lyrics are projected, have a student approach to point to the particular lyric that provides the answer.

LYRIC EXAMINATION OF Selection #6: *Muddy Waters*

SECTION 1

❖ *Mary grab the baby the river's rising*

Muddy water's takin' oer the land

Old frame house can't take one more beatin'

Ain't no use to stay and make a stand

Mornin' light shows water on the valley

Daddy's grave just went below the line

The things you save you just can't take 'em with you

Flood's gonna swallow all you leave behind.

I won't be back to start over

What I felt before is gone

- **What do they seem most to value?**
 - "Mary grab the **BABY**"
- **What suggests that they have had to face floods before?**
 - The frame house has taken previous beatings:
"Old frame house can't take one more beating."
- **What suggests they are finally giving up?**

They are not going to make a stand.
Singer says he won't be back.
"Ain't no use to stay and make a stand"
"I won't be back to start over"
- **Which lyric suggests they are leaving behind their past connections, things that tie them to the place and show they have been there for a long time?**

"Daddy's grave just went below the line"
- **In your opinion, what does their decision to give up suggest about life along the river of poor Americans?**

NEXT STANZA

Mary grab the baby the river's rising

Muddy water's takin' back my home

Road is gone there's just one way to leave here.

Turn my back on what I left below

Shiftin' lands and broken farms around me

Muddy water's changin' all I know.

It's hard to say what I'm losin'

I never felt so all alone

- **Which lyric suggests they have waited until the last moment to leave?**
Road is gone, there's just one way to leave.
- **Why would someone wait until the last moment to leave?**
 - Desire to protect property
 - Difficulty in leaving due to lack of transportation, particularly if living in poverty
 - Reluctance to leave due to realization that the departure might be permanent
 - Being unaware of the extent of the flooding. The people of 1927 did not have access to instant information as we do today.
- **Which lyric suggests the singer feels abandoned?**
I never felt so all alone
- **In your opinion, what could be done to assist such people so that they do not feel abandoned?**
 - Loans for rebuilding
 - Flood control efforts
 - Government evacuation plans.

THIRD STANZA

So, Mary grab the baby, the river's risin'

Muddy water's takin' back my home.

Won't be back to start over

What I felt before is gone

Mary grab the baby the river's risin'

Muddy water's changin' all I know.

Mary grab the baby the water's risin'

Muddy water's changin' all I know.

Muddy water's, muddy water's, muddy water's takin' back my home.

➤ **What is meant by the lyric *Muddy water's takin' back my home*?**

They are aware that the river was there before them and will be there after they are gone.

They see the river as a powerful thing beyond their control

They see the river as the rightful possessor of the land.

➤ **Which lyric expresses the idea that the singer's entire world is being altered?**

Muddy water's changin' all I know.

➤ **In what ways would wealthier people have more resources to withstand such events?**

- More money
- Own boats
- Own houses elsewhere
- With more money they would have more choices of whether to relocate to a less flood prone area.

STEP 4:

Lyric Extension Exercise/Game: Students will view pictures from the 1927 Flood and write lyrics to accompany them

This can be done individually or in groups. You may wish to divide the class into groups of two or three. Work around the room, group to group. The first group will give the first half of the stanza. Second group will respond. This can also be done as a written assignment with the teacher creating the first stanza and the students writing a response.

See document [1927 flood public domain pictures](#)

Once the provided pictures have been used, his exercise can be extended by using the pictures found at

this link: [http://www.commercialappeal.com/photos/galleries/great-flood-1927-and-record-flood-](http://www.commercialappeal.com/photos/galleries/great-flood-1927-and-record-flood-1937/38992/#section_header)

[1937/38992/#section_header](http://www.commercialappeal.com/photos/galleries/great-flood-1927-and-record-flood-1937/38992/#section_header)

.....

Use a flip cam to videotape this activity.

PROCEDURE

While looking at an original picture of the 1927 Flood, students will compose the first two lines of a verse.

The next student or group will then devise the final two lines.

➤ TO GET STUDENTS STARTED: Show the first picture, suggest the following:

- Mary grab the baby the river's rising

Muddy water's risin', that's the truth

River's filled the streets, the folks are fleein'.

Soon we'll be a clingin' to the roof.

- Second picture, suggest opening lyrics and require class to complete:

Mary grab the baby the river's rising

Folks on the levee with everything they own

(Tell students that their last word must rhyme with "OWN". Tone, moan, shown, loan, bone, shone, alone...)

- Continue through the pictures working around the room
 - First chosen creates the first two lines. TELL THEM TO CHOOSE AN EASY TO RHYME WORD FOR THE LAST WORD IN THE SECOND LINE. You should act as the referee in determining whether the word is too difficult and ask for rewrite if needed.
 - Second chosen writes the final TWO LINES, WITH THE LAST WORD IN LINE #4 RHYMING WITH THE LAST WORD IN LINE #2.

STEP 5:

READING/JUSTIFICATION

Students will use the narration of *Ode to Willie Barnes, Sr.* as a reading/justification assignment .

Student will use *JUSTIFICATION*, a technique in which students answer questions by using direct quotations from the text. Questions are answered by highlighting (or in the absence of highlighters by circling or underlining) the number of words given. See the separate document *JUSTIFICATION BY HIGHLIGHTING: ODE TO WILLIE BARNES, SR.*, also seen at the bottom of this document.

STEP 6: CONCLUDING QUICK WRITE:

- ***For thousands of years the Mississippi has flooded. This is a natural process that for years replenished the soil and made the Mississippi Delta a rich farming area. This process also creates hardship for those living along its banks. Based on the songs, in what ways does the river affect the lives of those living along its banks? What are some ways that people might try to mitigate its effects? Are such attempts to change the river wise?***

Below are some points that might be raised by students in their writing.

- Flooding destroys peoples' homes.
- Flooding destroys crops
- Flooding endangers lives
- Roads and bridges are destroyed
- Levees could be raised.
- Raised roads and other evacuation routes could be created
- Canals to channel the flood waters could be created
- Building in the flood plain could be banned or limited
- PROBLEM: Some towns and farms have been in the flood plain for hundreds of years. People have deep roots in such areas.
- PROBLEM: Reducing flooding will also reduce natural replenishment of the soil.
- PROBLEM: Raising levees to reduce upstream flooding will send more waters downstream and increase flooding in the lower reaches of the river.

BELOW: FULL LYRICS, READING ASSIGNMENT SHEET, ANSWER KEY

SONG #6: MUDDY WATERS

Mary grab the baby the river's rising
Muddy water's takin' oer the land
Old frame house can't take one more beatin'
Ain't no use to stay and make a stand
Mornin' light shows water on the valley
Daddy's grave just went below the line
The things you save you just can't take 'em with you
Flood's gonna swallow all you leave behind.
I won't be back to start over
What I felt before is gone
Mary grab the baby the river's rising
Muddy water's takin' back my home
Road is gone there's just one way to leave here.
Turn my back on what I left below
Shiftin' lands and broken farms around me
Muddy water's changin' all I know.
It's hard to say what I'm losin'
I never felt so all alone
So, Mary grab the baby, the river's risin'

Muddy water's takin' back my home.

Won't be back to start over

What I felt before is gone

Mary grab the baby the river's risin'

Muddy water's changin' all I know.

Mary grab the baby the water's risin'

Muddy water's changin' all I know.

Muddy water's, muddy water's, muddy water's takin' back my home.

Muddy water's, muddy water's, muddy water's takin' back my home.

Muddy water's, muddy water's, muddy water's takin' back my home.

Muddy water's, muddy water's, muddy water's takin' back my home.

Ode to Willie Barnes, Sr by Bruce Barnes

You know, my Daddy was born in 1908 in Melrose, Louisiana, and worked all his life at hard labor, sharecropping, working in levee camps on the Mississippi River, rowing a rowboat ferry across the river, down around Grady, Arkansas.

He talked about the time that he was a young man, just becoming a man, working on the Mississippi River in 1927 when they had The Great Flood.

'Course, there's been lots of "great floods" after that, but this one was a big one, and it was a real water mark in his life , and it turned out to be a water mark in American history as well.

He was telling, telling me one day about how they were sandbagging on the levee, just digging river sand, trying to fill in all the breaches that had taken place in the levee, him and a crew of men about twenty-one men had been digging and they saw all the mules and everything was drowning and the water was cutting them off and they was out there trying to save they life while they was trying to save thousands of other peoples' lives. Sandbagging, putting these sandbags on the levee. And it even came to a point one time when they made men lie down in the breaches at gun point and fill them in.

So it must have been a tragic scene. And he was telling, telling me about how they was digging and they got left out there. Sandbagging, water had cut them off on all sides, three days and three nights just filling sandbags that turned into mud on top of each other, but they wouldn't quit working, you know. They'd see cows float by that had drowned, logs, pieces of houses. And some of the guys would dive off of there and swim, grab an old dead cow or log or something like that and try to make it.

Got down to where they was only four of them left and they will still moving, they wouldn't stop working and singing, and they was crying all night.

And the water had rose up to their chest and they was just praying and it was on a full moon. And suddenly the water went to dropping down, just easing down on them a little bit. And they somehow stayed there until it had receded all the way and they was able to make it out with their lives. They started out with 21 men and only ended up with four of them. That was his experience in 1927 working out there on the levee of the Mississippi right outside of Grady Arkansas.

READING/JUSTIFICATION

TASK: Read each question. Then provide an answer BY HIGHLIGHTING DIRECT QUOTATIONS FROM THE READING.

With each question you are given in parentheses the proper number of words to highlight. A hyphenated word counts as one word?

The questions are in order.

The first question has been done for you as an example.

- 1) What kind of hard labor did Willie Barnes do? (16)
- 2) What were the men doing on the levee? (1)
- 3) What purpose would their work accomplish? (13)
- 4) How many men besides Mr. Barnes were on the crew? (1)
- 5) What were some men forced to do at gunpoint? (5)
- 6) What did some of the men try to do to escape from the flood? (17)
- 7) Out of the crew of men, how many men remained on the levee by the end?
(1)
- 8) What did they do as they worked? (1)
- 9) What did they do all night? (1)
- 10) How high did the water get? (4)
- 11) Where on the river did this happen? (5)

Ode to Willie Barnes, Sr by Bruce Barnes

You know, my Daddy was born in 1908 in Melrose, Louisiana, and worked all his life at hard labor, sharecropping, working in levee camps on the Mississippi River, rowing a rowboat ferry across the river, down around Grady, Arkansas.

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Got down to where they was only four of them left and they will still moving, they wouldn’t stop working and singing, and they was crying all night.

And the water had rose up to their chest and they was just praying and it was on a full moon. And suddenly the water went to dropping down, just easing down on them a little bit. And they somehow stayed there until it had receded all the way and they was able to make it out with their lives. They started out with 21 men and only ended up with four of them. That was his experience in 1927 working out there on the levee of the Mississippi right outside of Grady Arkansas.

ANSWER KEY

Ode to Willie Barnes, Sr by Bruce Barnes

You know, my Daddy was born in 1908 in Melrose, Louisiana, and worked all his life at hard labor, sharecropping, working in levee camps on the Mississippi River, rowing a rowboat ferry across the river, down around Grady, Arkansas.

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MISSISSIPPI RIVERSHED



QUESTIONS: INTRO

- ❖ **WHAT IS A PRIMARY SOURCE? CAN YOU GIVE EXAMPLES OF PRIMARY SOURCES?**
- ❖ **What is useful about primary sources?**
- ❖ **What is difficult about studying primary sources?**
- ❖ **What is a secondary source? Can you give examples?**

QUESTIONS: MUDDY WATER STANZA 1

- ❖ **What do they seem most to value?**
- ❖ **What suggests that they have had to face floods before?**
- ❖ **What suggests they are finally giving up?**
- ❖ **Which lyric suggests they are leaving behind their past connections, things that tie them to the place and show they have been there for a long time?**
- ❖ **In your opinion, what does their decision to give up suggest about life along the river of poor Americans?**

STANZA 2

- ❖ **Which lyric suggests they have waited until the last moment to leave?**
- ❖ **Why would someone wait until the last moment to leave?**
- ❖ **Which lyric suggests the singer feels abandoned?**
- ❖ **In your opinion, what could be done to assist such people so that they do not feel abandoned?**

STANZA 3

- ❖ **What is meant by the lyric *Muddy water's takin' back my home*?**
- ❖ **Which lyric expresses the idea that the singer's entire world is being altered?**
- ❖ **In what ways would wealthier people have more resources to withstand such events?**

LESSON FIVE: WORKING ON THE RIVER

#7 Mississippi River Work Song Medley ,# 11 Old Man River, and #14 Mississippi Mud

OVERVIEW:

In this lesson students examine three songs to study life along the river. See lyrics at bottom of page. First, the class will hear and discuss the Work Song Medley. They will also write additional lyrics to the medley. Class will then be divided into groups. Each group will be given the lyrics from ONE of TWO different songs. Students will NOT be told that two separate songs are under consideration. After groups have completed a worksheet, the class will reconvene and compare answers. At that time it will become clear that the two songs give wildly differing views of life on the river. They will then discuss which song should be considered more accurate.

ESSENTIAL QUESTION: What was the nature of life of the men who worked along the river?

CRITICAL CONTENT:

Lives of common workers on the river

Evaluation of Primary Sources

Understanding of meaning in musical lyrics.

BACKGROUND

Our LIFE ALONG THE MISSISSIPPI RIVER unit is divided into five lessons that take from one to two hours each to complete. Each lesson can also be done as a “stand alone” activity. While the lessons are designed for 8th grade, they are easily adjusted in complexity to match other age groups.

OBJECTIVES:

- NCSS THEME: **Human beings create, learn, share, and adapt to culture**
- NCSS THEME: **Studying the past makes it possible for us to understand the human story across time.**
- NCSS THEME: **The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.**
- NCSS THEME: **Knowing how to read, reconstruct and interpret the past allows us to answer questions**

STUDENTS WILL

- Examine the role of work songs in the life of American labor
- Compose their own lyrics to a Mississippi River work song.
- Examine song lyrics to determine the living and working conditions of the largely black levee and dock workforce of the Mississippi River of the late 1800's and early 1900's and defend their views
- Discuss the accuracy and inaccuracy of primary sources and defend their views

MATERIALS NEEDED:

- *CD Songs of the Mississippi River*
- CD player
- Computer and projector
- Printed lyrics for each student
- Printed copies of worksheet.
- Board, Large Post-It Paper
- Internet connection is advantageous but not required.

PROCEDURE

STEP 1:

QUICK WRITE:

- ❖ Introductory/Review Quick Write: *In three sentences, write down three things that we learned yesterday about the effect of the river on the lives of people who lived along its banks.*
 - Have a student act as recorder on a large piece of post it paper, on the board, or on a computer document. Project the map of the Mississippi Watershed. The map is found below and is also on a separate document.
 - Ask students to share either from memory or from another student's quick write things learned in the previous lesson. Teacher should ensure that the facts given are correct before the recorder writes them on the board.
- ❖ Have a student trace the course of the river and point out various tributaries.

STEP 2: Short discussion before the song.

❖ Why would the men make up and sing the work songs?

- For Fun
- To fight boredom
- To set up a rhythm to make hard work more bearable and to coordinate the effort.
- To communicate actual information about the job.

❖ Can you think of any work songs you have heard?

PLAY SELECTION: #7 Mississippi River Work Song Medley

PROJECT OR PROVIDE LYRICS.

ASK THE FOLLOWING QUESTIONS AFTER THE SONG: Questions are in bold print, possible answers in plain print. At end of document is a list of questions without answers that is suitable for projection.

❖ WHO WAS “THE MULE MAN”?

- Men who drove the mule wagons bringing cargo to the boats.
- In some cases, mules were used to pull barges on the river, its tributaries, and canals.

❖ WHAT OTHER LYRICS ARE GIVING INFORMATION TO THE MEN THAT IT IS TIME TO GET TO WORK?

- Big boats are headin’ in.
- Big boats are in the bend.

❖ WHAT LYRICS REFER TO POOR LIVING CONDITIONS OF THE LEVEE MEN?

- I was workin’ on the levee boys and sleeping on the ground

❖ BESIDES UNLOADING BOATS, WHAT WOULD BE OTHER LEVEE WORK?

- Building up the levees and maintaining them against damage

❖ WHAT WOULD BE THE PURPOSE OF BUILDING UP THE LEVEES?

- To hold back the waters of the Mississippi.

❖ BESIDES WORK, WHAT ELSE IS THE VOCALIST SINGING ABOUT?

- A WOMAN.

STEP 3: A bit of fun. Give the students the following instruction.

YOU HAVE NOW HEARD A GENUINE MISSISSIPPI RIVER WORK SONG. TAKE A FEW MINUTES AND COMPOSE A FEW VERSES TO ADD TO THE WORK SONG. KEEP IT CLEAN.

- ❖ Have students write out a several verses.
- ❖ Place students in groups of 4 or fewer. Groups should compare lyrics and choose or create a total of four verses.
- ❖ Assign each group a section of board. Have them write their lyrics on the board. After sufficient time (15 minutes should be sufficient), have each group perform their lyrics. Alternatively, have the class read and perform the lyrics together off of the board.
- ❖ IT MIGHT BE FUN TO VIDEOTAPE THE PERFORMANCES OF THEIR LYRICS, AND EVEN TO ALLOW THEM REHEARSAL TIME IF YOU WISH TO ADD A DAY TO THIS LESSON.

STEP 4: MUSIC AS PRIMARY AND SECONDARY SOURCES.

- In this series of steps, students will be placed in groups. Each group will be assigned one of two songs that give differing interpretations of life on the river. The groups will then come back together to compare findings. In this way students will learn that they must be careful in the use of resources to ensure that they are not getting a biased interpretation of a culture or an event.
- One set of groups should be assigned the song *OLD MAN RIVER*, (seen below).
- The other set of groups should be assigned the song *MISSISSIPPI MUD*, (seen further below in this document).
- Blank worksheets are included, as well as answer keys. Review answer key ahead of time to understand the contrasting views of the two selections.
- ❖ Give the following general directions:
 - **YOU ARE GOING TO EXAMINE A SONG OF THE LATE 19TH AND EARLY 20TH CENTURY THAT REPRESENTS LIFE ON THE RIVER.**
 - **YOUR TASK IS TO USE THE LYRICS OF THE SONG AS A WINDOW INTO LIFE ON THE RIVER.**
- ❖ In assigning the lyrics, keep in mind that there are actually TWO different songs that give radically varying views of life on the river.
 - It is best not to let the students know that until it is time for them to share their findings.
 - Be sure to give the same song lyrics to all member of a group. HOWEVER, you can alter this assignment by giving both sets of lyrics to members of a group and having each group fill out a sheet for each song.

Selection 11: OLD MAN RIVER

Here we all work on the Mississippi.
Here we all work while the big boss plays.
Pulling them ropes from dawn 'till sunset
Getting' no rest 'till our judgment day.
You don't look up and you don't look down
And don't you make the big boss frown.
So you bend your knee and bow your head
And you get no rest until you're dead.
There's an old man called The Mississippi.
That's the old man that I'd like to be.
What does he care that the folks ain't happy?
And why would he care if the land ain't free?
That Old Man river, that ol' man river
He don't say nothin', but he must know somethin'
He keeps on rolling , he just keeps rollin' along. Rollin' along
He don't plant no taters, don't plant no one's cotton
But them that plants them is soon forgotten.
But old man river , he just keeps rolling along.
But you and me, we sweat and strain,
Bodies are achin'and wracked with pain.
You over there, tote that barge,
You lift that bail,
And if you get a little drunk, then you land in jail.
Now I get weary, and I'm tired
Tired of livin' but I ain't afraid of dyin'
That old man river, he just keeps rolling along.

MISSISSIPPI MUD

When the sun goes down and the tide goes out
The people gather 'round and they all begin to shout
Hey, hey, Uncle Dud
It's a treat to beat your feet on the Mississippi mud
It's a treat to beat your feet on the Mississippi mud
What a dance, do they do,
Lordy, how I'm tellin' you.
They don't need no band.
They keep the time by clappin' their hands.
Just as happy as a cow, chewin' on a cud
When the people beat their feet on the Mississippi mud
When the people beat their feet on the Mississippi mud
Lordy how they play it.
A goodness how they sway it.
Uncle Joe and Uncle Jim
How they pound the bar with a vigor and a vim
Joe that music thrills me
Boy it nearly kills me
What a show when they go
Say, they beat it up either fast or slow.

LIFE ALONG THE MISSISSIPPI: **OLD MAN RIVER**

- 1) What is the general emotional tone of the song?
- 2) If this song were to be the sole information you had about life along the Mississippi, how would you describe that life?
- 3) What seems to be the general attitude of the singer towards life along the Mississippi?
- 4) What seems to be the main activity of the people the singer describes?
- 5) Does the society describes in the song seem to be one of equality and common effort, or one of work by some and control by others?
- 6) Give some specific facts from the song to support your answers to previous questions.
- 7) In your view, if the singer could get away from life on the Mississippi, would he do so? Why or why not?
- 8) Would you want to live a life like that described in this song? Why or why not?
- 9) Looking over your answers, create a one paragraph, seven sentence description of life on the Mississippi. Write it on the back of this sheet.

LIFE ALONG THE MISSISSIPPI: OLD MAN RIVER **POSSIBLE ANSWERS**

1) What is the general emotional tone of the song?

Sad, despairing, angry, hopeless

2) If this song were to be the sole information you had about life along the Mississippi, how would you describe that life?

A life of hard work, injustice, and hopelessness.

Some people work hard all day, while others just give orders.

Very strict control

3) What seems to be the general attitude of the singer towards life along the Mississippi?

It is a life of work and pain. Death might even be better than life along the Mississippi

4) What seems to be the main activity of the people the singer describes?

Work

5) Does the society describes in the song seem to be one of equality and common effort, or one of work by some and control by others?

Hard work, control by the Big Boss Man

6) Give some specific facts from the song to support your answers to previous questions.

And don't you make the big boss frown, So you bend your knee and bow your head

Pulling them ropes from dawn 'till sunset, Getting' no rest 'till our judgment day.

7) In your view, if the singer could get away from life on the Mississippi, would he do so? Why or why not?

Yes. He is forced to work. He cannot complain. He gets barely any rest. HE SEEMS TO LONG FOR DEATH

10) Would you want to live a life like that described in this song? Why or why not?

11) Looking over your answers, create a one paragraph, seven sentence description of life on the Mississippi. Write it on the back of this sheet.

LIFE ALONG THE MISSISSIPPI: MISSISSIPPI MUD

- 1) What is the general emotional tone of the song?
- 2) If this song were to be the sole information you had about life along the Mississippi, how would you describe that life?
- 3) What seems to be the general attitude of the singer towards life along the Mississippi?
- 4) What seems to be the main activity of the people the singer describes?
- 5) Does the society describes in the song seem to be one of equality and common effort, or one of work by some and control by others?
- 6) Give some specific facts from the song to support your answer to the previous questions.
- 7) In your view, if the singer could get away from life on the Mississippi, would he do so? Why or why not?
- 8) Would you want to live a life like that described in this song? Why or why not?
- 9) Looking over your answers, create a one paragraph, seven sentence description of life on the Mississippi. Write it on the back of this sheet.

LIFE ALONG THE MISSISSIPPI: MISSISSIPPI MUD- **POSSIBLE ANSWERS**

- 1) What is the general emotional tone of the song? **HAPPY AND CAREFREE**
- 2) If this song were to be the sole information you had about life along the Mississippi, how would you describe that life?

Lots of singing and dancing and fun.

Everybody getting along

Few worries

- 3) What seems to be the general attitude of the singer towards life along the Mississippi?

He likes it, considers it joyful.

- 4) What seems to be the main activity of the people the singer describes?

Singing and dancing

- 5) Does the society describes in the song seem to be one of equality and common effort, or one of work by some and control by others?

Equality. No work is mentioned.

- 6) Give some lines from the song to support your answers to the previous questions.

- 7) In your view, if the singer could get away from life on the Mississippi, would he do so? Why or why not?

No. It sounds like lots of fun

- 8) Would you want to live a life like that described in this song? Why or why not?

- 9) Looking over your answers, create a one paragraph, seven sentence description of life on the Mississippi. Write it on the back of this sheet.

STEP 5: CLASS SHARING AND DISCUSSION

- ❖ Project the worksheet
 - Do not yet project lyrics unless you opted to first tell the students that they are dealing with two different songs.
 - Read each question and have a student record answers, perhaps on a word document.
 - Students might be quick or slow to discover that two different songs are used.
 - They will discover the difference by question # 5 in which lyrics are given as answers.
 - When students discover that two different songs are being considered, explain the following:
 - **ONE CHALLENGE IN LOOKING AT PRIMARY SLOURCES IS THAT NOT EVERYONE IN A SOCIETY AGREES ON WHAT IS GOOD IN A SOCIETY. THINK OF MODERN CONTROVERSIES SUCH AS IMMIGRATION, MARRIAGE EQUALITY, ETC. ALSO, REMEMBER THAT SONGS ARE NOT WRITTEN AS FACTUAL EXAMINATIONS OF SOCIETY. BUT EVEN SUPPOSED FACTUAL EXAMINATIONS CAN BE BIASED, ERRONEOUS, OR JUST PLAIN “FULL OF LIES”.**
 - Continue with the worksheet. If you are typing into a computer document you could use differing fonts for the two songs.
- ❖ Now is also a good time to project the lyrics and play the two songs.
 - It is interesting to note that the performance that is most “theatrical”, in that it is performed in the style of musical theater, is probably the more accurate of the two selections.

STEP 6: FURTHER DISCUSSION

Once the worksheets are completed, ask the students the following:

QUESTION: WHICH SET OF LYRICS DO YOU THINK IS PROBABLY THE MORE ACCURATE PORTRAYAL OF LIFE ON THE RIVER?

- **What makes you think that portrayal is more accurate?**
- **Do you have any factual information to support your choice, or are you choosing the version that most fits your pre-conceived notions?**
- **Which portrayal seems to most closely match the portrayal in the work songs and other selections we have looked at in previous lessons?**
- **Can you name some music that today most accurately portrays our society?**
- **Can you name some of today’s music that if studied in the future might give an inaccurate view of our society?**

STEP 7: CONCLUDING QUICKWRITE

Imagine that you are a levee worker. Write a seven sentence description of your life.

LYRICS

SONG #7 -MISSISSIPPI RIVER WORK SONG MEDLEY

Whooaaa. Come here dog and get your bone

Whooaaaa. Mule man will soon be here.

Whooaaa. Big boats are headin' in

Ain't doin nothing but killin mens

Whooaaa. Big boats are in the bend

Whoaaa. Vicksburg is a hilly town

But the Yankees really rolled it down.

Whoa I was workin on the levee boys

And sleepin on the ground

But that ain't nothing but an old habit that I'm going to lay it down

Whoa. Watch for the good lookin woman

Oh, Lordy, Miss Willie Saint Claire

She got rosy cheeks and grey curly hair

Whoa, I was workin on the levee boys and sleepin' on the ground

Boy, that ain't nothing but an old habit that I'm going to lay it down

Whoa watch for a good lookin' woman

Whoa Lordy, Miss Willie St. Claire, she got rosy cheeks and grey curly hair

Whoa Lord boys, I don't know the minute or the hour , but the time been long.

I was workin' on the levee and asleepin on the ground

That ain't nothing but an old habit

I'm goin to lay it down.

Oh Lord I'm goin' to lay it down

Whoaa

QUESTIONS

- ❖ **WHO WAS “THE MULE MAN”?**
- ❖ **WHAT OTHER LYRICS ARE GIVING INFORMATION TO THE MEN THAT IT IS TIME TO GET TO WORK?**
- ❖ **WHAT LYRICS REFER TO POOR LIVING CONDITIONS OF THE LEVEE MEN?**
- ❖ **BESIDES UNLOADING BOATS, WHAT WOULD BE OTHER LEVEE WORK?**
- ❖ **WHAT WOULD BE THE PURPOSE OF BUILDING UP THE LEVEES?**
- ❖ **BESIDES WORK, WHAT ELSE IS THE VOCALIST SINGING ABOUT?**

FURTHER DISCUSSION

Once the worksheets are completed, ask the students the following:

QUESTION: WHICH SET OF LYRICS DO YOU THINK IS PROBABLY THE MORE ACCURATE PORTRAYAL OF LIFE ON THE RIVER?

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FINAL ASSESSMENT

Guiding Question: How did the Mississippi affect the cultures and lives of people who lived along its waters?

FOR FINAL ASSESSMENT you may give the students several choices. Each choice focuses on the Guiding Question seen above.

Return the students' various quick write assignments as aids. The assignments do not need to have been graded. They will simply act as notes. It would be helpful to students if you have made comments on their assignments concerning accuracy and completeness of information.

I. Narrative writing: The student will write a story in which she travels both down the river and through time, describing encounters with various cultures and environments. Each point below will be dealt with in a single paragraph. Instructor should adjust grading based on academic level.

- Describe the environment of the Mississippi river, including its location, course, resources, and tributaries. Describe the watercraft you will use to travel the river.
- Name and describe an encounter with a native group, including cultural aspects of living on the river.
- Your next encounter is with Mississippi Boatmen. Describe who they are, what they are doing, where they are going, and the nature of their lives.
- You arrive with the Boatmen at one of the river ports. Describe the lives of the African American levee and dock workers whom you meet.
- Next, you float into the Great Flood of 1927. Describe your encounter with a family who has lost their home.
- You arrive in the modern city of New Orleans. Sum up the affect the river has had on the history of the people of America.

II. Visual Art: The student will create a poster in five parts which visually represents each time/environment/encounter. The poster should be done as a mosaic in five sections. Students could do several posters, or could create a mosaic with the first section in the middle, surrounded by the other four sections. In using provided grading rubric, Instructor should adjust based on artistic level.

- Location of river and its tributaries within the United States.
- Traditional Native American interaction with the river, including food, travel, and at least one other use.
- The Mississippi Boatmen on their raft
- A levee worker
- The Great Flood of 1927. A family flees the waters

III. Song/Lyrics: Student will write a song to a tune of his choice. The song will have 6 stanzas of at least five lines each.

- Stanza 1: Describe the environment of the river, including location, tributaries, and resources
- Stanza 2: Traditional Native American interaction with the river.
- Stanza 3: The Mississippi Boatmen. Who were they? What was the nature of their lives?
- Stanza 4: The life of a levee worker.
- Stanza 5: The Great Flood of 1927
- Stanza 6: The effect of the river on American history.

These assessments could also be done as group work projects.

- If done in that manner, those who write narratives could act them out in five scenes.
- Those who create visual art could display their art to the class.
- Those who choose music and lyrics could perform.

Students could also videotape their performances at home if they are shy about performing in class.